

Unit Planning Guide: Grade 3 Unit 2 of 9

Unit Title: Informational Text: Reading to Learn	Pacing (Duration of Unit): 5 weeks (Weeks 6-10)
Grade: 3	Buffer Day(s): 5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllabic words

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definitions, and details.

W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2d Provide a concluding statement or section.

W.3.7 Conduct short research reports that build knowledge about a topic.

SL.3.2 Determine the main ideas and supporting details of a text read-aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

WIDA for English Language Learners

- Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
- Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.)

<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1d Form and use regular and irregular verbs.</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area</p> <p>RL.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p>	<p>this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p> <p>To be completed in collaboration with the ELL Department</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflects the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> Writers and illustrators use particular techniques to convey information clearly and keep readers interested. Informational text is organized differently than fiction. The structure and features of informational text support readers in locating, understanding, and using important information easily and efficiently. Readers ask questions before, during, and after reading to clarify and elaborate understanding. Discussing texts with others and writing about texts deepens comprehension. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> Why would we choose to read informational text instead of fiction? How is reading informational texts different from reading fiction? How does asking questions before, during, and after reading help readers to understand text? How does discussing and writing about reading help readers to understand what they have read?
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Acquisition (*Mostly assessed through traditional summative assessments)
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Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- How to use text features (e.g., table of contents, index, glossary)
- How to use the correct verb tenses of common verbs (regular and irregular)
- How to use the most common prefixes and derivational suffixes to expand vocabulary
- The purpose of text features
- How to read informational text based on the purpose of the reading
- How to ask questions about a topic before, during, and after reading and use these questions to determine what text will answer them.
- How to record new learning that is relevant to a topic, including new vocabulary

Key Academic Vocabulary

- multiple
- sequence of events
- similarities
- differences
- fact
- detail
- information
- informational text

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Identifying and knowing the meaning of the most common prefixes and derivational suffixes. (Remembering)
- Forming and using regular and irregular verbs. (Applying)
- Consulting reference materials, including beginning dictionaries, as needed to check and correct spellings. (Applying)
- Determining or clarifying the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (Applying & Analyzing)
- Identifying important information and supporting detail.
- Using information gained from all types of text features.
- Reading and interpreting text features (caption, photographs, charts, maps, glossary, print features) to expand understanding of a topic.
- Generating authentic questions before, during, and after reading and using them to learn about/research a topic.
- Using the writing process to write a mini-report on a topic.

